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ABSTRACT

A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1983-84 academic year and fall 1984 semester is presented in this report along with historical and current data on enrollments, programs, staff, and finances. First, the annual report of the college president provides an overview of enrollments, faculty and staff, educational program highlights, facilities, special events, athletics, and projections for the year ahead. Statistical data are provided on: (1) students, including information on fall enrollments from 1976 to 1984; off-campus enrollments; enrollments by full-/part-time status, day/evening attendance, and campus for 1981-82 through 1984-85; student characteristics; transfer rates; plans of 1984 graduates; and enrollment in non-credit community service programs; (2) enrollments and graduates from 1981-82 to 1984-85 by program of study; (3) faculty and staff, including information on faculty characteristics, faculty rank by program, and staff characteristics; and (4) finances, including statistics on full-time tuition and mandatory fees per semester, general education revenues and expenditures, and student financial aid awards. (HB)

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FACTS & FIGURES 1984-85

An Annual Report & Statistical Digest

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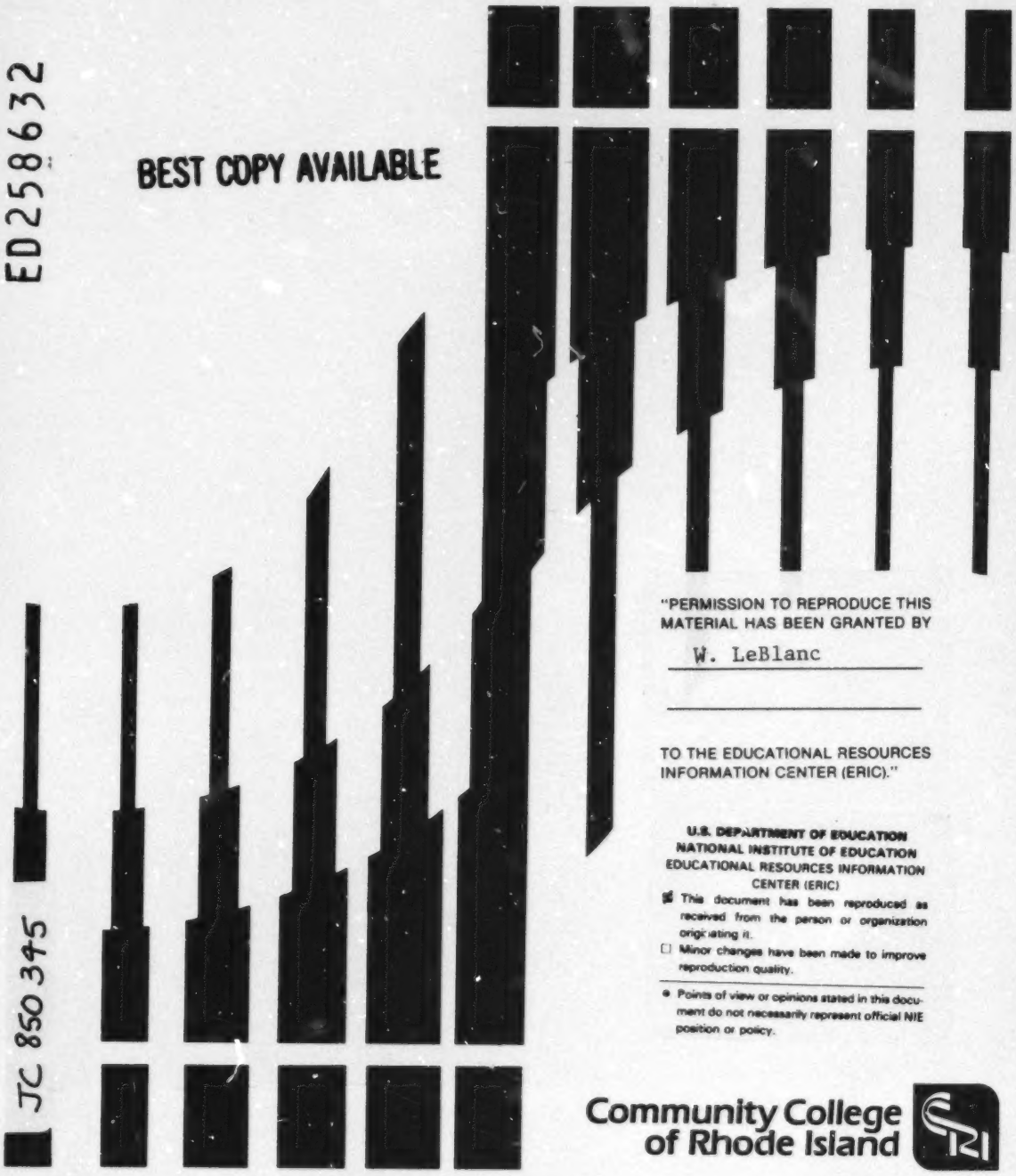

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Community College of Rhode Island

PREFACE

This third edition of "Facts and Figures" combines an annual report narrative with the tables that present statistical information about the Community College of Rhode Island. The time period covered by the report is the academic year 1983-84, plus information on the first half of 1984-85.

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This report was prepared by Nancy V. Abood, *Assistant to the President*, and William LeBlanc, *Director of Institutional Research and Planning*.

Graphics by Ron Bikel

June, 1985

FACTS and FIGURES: 1984 - 85

Annual Report and Statistical Digest

COMMUNITY COLLEGE OF RHODE ISLAND

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ANNUAL REPORT OF THE PRESIDENT

For the Community College of Rhode Island, 1984 was a year of celebration, self-examination, change and growth. The college celebrated its 20th anniversary, successfully completed a lengthy accreditation process, revised and/or expanded some programs, and reorganized major divisions as a result of administrative personnel changes.

The 20th anniversary celebration provided the college with the opportunity to highlight CCRI's contributions to the state since it opened its doors in 1964. In just two decades, CCRI has become the largest community college in New England. Over 12,000 students are enrolled in more than 20 programs of study in academic transfer or vocational technical areas. Classes are held at two main campuses in Warwick and Lincoln and at satellite centers in Barrington, Burrillville, Middletown, Providence, Westerly and Woonsocket. In addition, the college offers non-credit courses, workshops and seminars through its Office of Community Services and provides customized training programs for Rhode Island businesses and industries.

From the outset, the primary mission of the Community College has been to provide the people of Rhode Island with an opportunity to pursue their education beyond the high school level, and to serve the community in a responsive manner.

In preparation for a regional accreditation visit, CCRI completed a broad-based, comprehensive self-study which analyzed all phases of college operations. The result of that self-study is contained in a 246-page document that will serve as a base for long-range planning efforts. On November 16, 1984, the New England Association of Schools and Colleges Commission on Institutions of Higher Education voted that the Community College of Rhode Island be continued in accreditation, with the next comprehensive evaluation scheduled for 1994.

This report will highlight some of the last year's activities — achievements such as the growth of our satellite centers, approval of a new Associate in Applied Science in Technical Studies degree, opening of a CAD/CAM laboratory at the Knight Campus, and major revisions in the liberal arts curriculum. These accomplishments will be discussed in detail on the following pages.

Enrollment

The student population at CCRI is as diverse as the population of the state. The student body includes recent high school graduates, older students returning to school after years away from the classroom, recent immigrants with a limited knowledge of English, and disadvantaged and handicapped students. They attend classes on a full or part-time basis, day and evening. They are enrolled in college transfer programs, in technical programs to learn the skills they need to get a better job and in individual courses that cover a variety of subject areas.

The college accommodates this diverse population by offering programs and services designed specifically to meet their needs. Students who lack the basic skills required to succeed in college-level courses are enrolled in remedial or preparatory courses until they are ready to tackle more advanced work. The Access to Opportunity program offers supportive services to aid students with special needs in making a successful academic and social adjustment to college.

Enrollment at CCRI for spring, 1985 was 12,281. Minorities represent 6.9% of the total population, over 60% of the students are women and approximately 48% are at least 25 years old. The number of part-time students continues to increase. Business administration and liberal arts continue to attract the largest number of students.

The off-campus programs have experienced the biggest growth. Enrollment at the main satellite centers — Barrington, Burrillville, Middletown, O.I.C. in Providence, Westerly and Woonsocket — totaled over 1,400 for the spring, 1985 semester. Over 700 students enrolled in the telecourses offered over the state's public television station, Channel 36, an increase of 150 over fall, 1984. Nearly 900 students are enrolled in customized credit programs offered to local businesses and industries. Over 450 employees at General Dynamics Electric Boat Division, 127 employees of National Tooling and Machining Association member companies, 43 Foxboro employees, 107 A.C.I. inmates, and 56 members of the National Guard were among those enrolled in off-campus programs last semester. In total, seatcount enrollment in off-campus programs was 3,086 for spring, 1985, up from 2,592 for the fall, 1984 semester.

The Office of Community Services reports that last year 6,968 individuals enrolled in non-credit courses, 2,686 completed the state-mandated motorcycle safety program, and 490 completed high school equivalency.

Faculty and Staff

Over 350 faculty and staff at CCRI were officially recognized for their years of service and contributions to the college community as part of the college's 20th anniversary celebration. Founding faculty and staff who have been with the college since it opened its doors were honored at a recognition dinner-dance in May, 1984. In addition, a Service Award Ceremony was held to present pins to classified and non-classified employees for 10, 15 or 20 years of service. Fifty-three classified and 298 non-classified employees were honored at that event.

Major changes in the college administration have occurred during the past year. Dr. Robert A. Silvestre, former Dean of Instruction, was named Vice President for Academic Affairs after the retirement of the former vice president, Dr. Mordecai Abramowitz. The new Dean of Instruction is Dr. Judeth Crowley. Dr. William LeBlanc has assumed the position of Director of Institutional Research, Rosemary Zins was appointed Director of Development, and Nancy Abood is the new Assistant to the President.

In the faculty ranks three instructors were promoted to assistant professors, nine assistant professors moved up to the rank of associate professor and 11 associate professors became full professors in 1984.

A unique opportunity for professional growth was made available to faculty, staff and administrators through a federally-funded Title III organizational development program. The program, which evolved from an institutional commitment to improve organizational effectiveness and efficiency by giving individual employees the skills, motivation and confidence to fulfill that commitment, includes workshops and seminars for the entire college community. Sessions have covered such topics as communications, community college management, strategic planning, management of change, techniques of supervision and technologies of education. Once a month, national experts on community colleges have come to CCRI to discuss key issues and trends in education. The CCRI Organizational Development Program, which began in January, 1985, will continue through this summer.

Nineteen members of the college community retired in 1984 — three staff members, 13 faculty and three administration. Of these, 17 took advantage of the college's early retirement program.

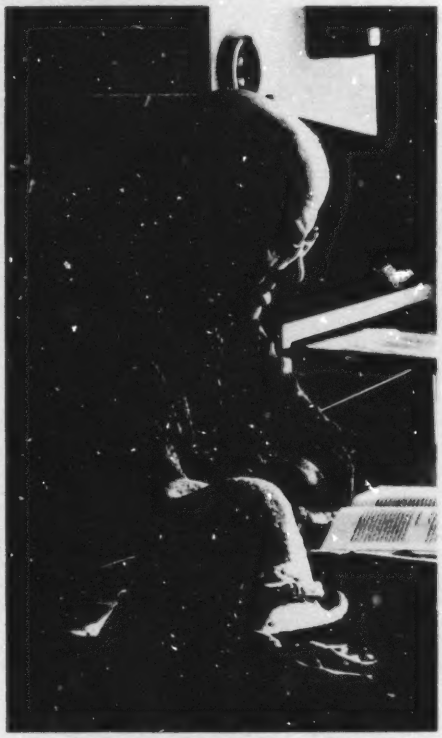
Educational Program Highlights

The Community College of Rhode Island offers an array of quality programs designed to prepare students for paraprofessional and technical careers and/or for successful transfer to four-year colleges and universities. In addition to offering the traditional college program options, CCRI is committed to providing non-traditional educational opportunities for Rhode Island residents, including customized programs for business and industry, a Weekend College degree program, "Early Bird" classes, and special programs for women pursuing traditionally male-dominated technical occupations.

During the past year, CCRI's outreach efforts have resulted in the opening of two new satellite centers in Barrington and Burrillville. In addition, non-credit courses were offered for the first time at the Woonsocket, Westerly and Middletown satellites.

The Rhode Island National Guard/ Community College of Rhode Island Higher Education Program was established to assist the National Guard in meeting new Department of Defense mandates that officers must hold college degrees. The CCRI program, which offers officers and enlisted men an opportunity to earn an Associate Degree, is based on a business administration curriculum which includes credit for non-traditional evaluated educational experience and military schooling.

The Rhode Island Board of Governors for Higher Education granted approval for CCRI to offer a new degree program, an Associate in Applied Science in Technical Studies, an interdisciplinary program which enables companies to tailor technical programs to meet their specific needs. As a result, employees at Electric Boat can earn a college degree from CCRI while completing required apprentice training. Similar training programs are continuing for members of the Rhode Island/Southeastern Massachusetts Chapter of the National Tooling and Machining Association and employees at Foxboro Company. New



programs have been instituted at Harris Graphics, Rhode Island Hospital and the Naval Underwater Systems Center.

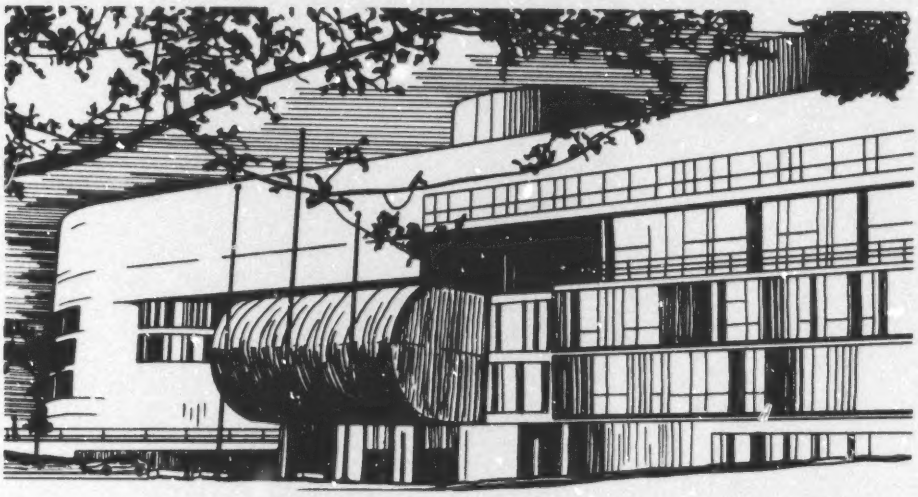
Technical programs were expanded on campus as well with the opening of a CAD/CAM laboratory at the Knight Campus in September, 1984 through the joint efforts of the Technical/ Industrial Studies and Engineering departments. The laboratory was equipped using combined funds from the college's Title III grant, the governor's High Technology Initiative program and budgeted capital funds. The new High Technology Center, which includes an IBM Model 7545 industrial SCARA arm robot and computer aided drafting equipment, will enable the college to expand course offerings, incorporate new technologies into existing programs, and strengthen relationships with business and industry in the state. Title III funds have also enabled the college to equip comprehensive computer laboratories on both campuses,

enhance administrative data processing operations and further develop the computer literacy and academic computer use programs.

A new liberal arts curriculum will go into effect in September, 1985 which will offer a challenge for students seeking a solid liberal arts background before transferring to a baccalaurate program. The program, which provides the first two years of the traditional four-year liberal arts curriculum, has rigorous, structured requirements, including a research paper to be submitted to an interdisciplinary faculty committee for evaluation on content, format and use of library resources. In conjunction with the announcement of the new liberal arts program, the college initiated the President's Scholarship in Arts and Sciences to provide special recognition to outstanding high school seniors who wish to begin their college studies at CCRI.

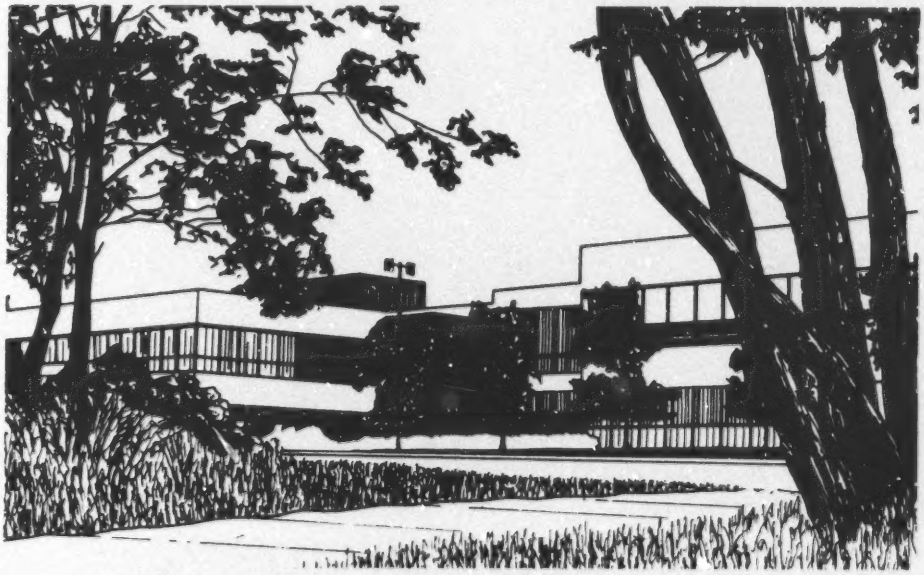
The college has become a leader in providing training for Southeast Asian refugees for careers in nursing and allied health fields. Eight refugees graduated this spring with degrees in A.D. nursing, practical nursing, respiratory therapy and medical laboratory technology, and the federal Department of Health and Human Services, Division of Nursing, recently awarded a $400,000 grant to train refugees to become registered nurses.

Facilities



The Community College of Rhode Island has two campuses: the Knight Campus in Warwick and the Flanagan Campus in Lincoln. The Knight Campus is situated on 205 acres of land and is composed of a megastructure (385,000 square feet) and a fieldhouse. The Flanagan Campus sits on a 300 acre site and has a modular main structure (310,000 square feet) and a fieldhouse.

During 1984-85, approximately $395,000 was spent on facility improvements on both campuses, including floor coverings, a transformer, the main computer air conditioning unit and furniture. Improvements were made to the telephone system, the clock system, the fire alarm system, the HVAC (computerized air control) system, handicap access, the building automation system and humidification.



Special Events

The Community College was involved in a variety of special activities during the past 18 months.

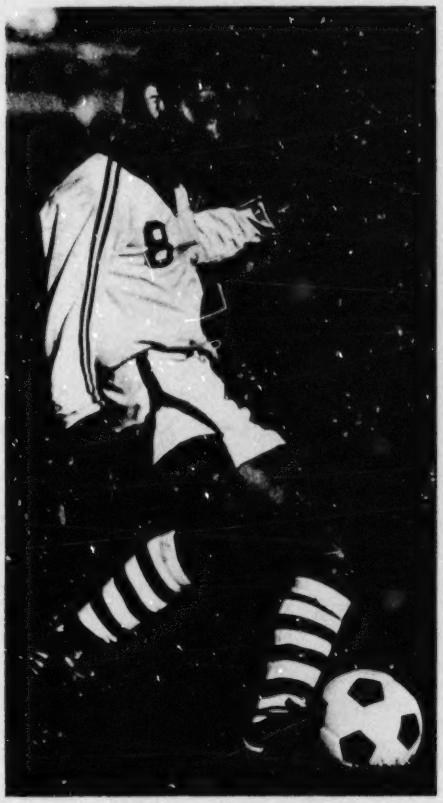
- The college celebrated its 20th anniversary with a number of events, including a day-long "Birthday Party" for the community, recognition activities for employees, a distinguished lecture series, and a host of special activities sponsored by individual departments and the student government.
- Dr. John Worsley, chairman of the Department of Human Services, produced and narrated "Birth of the Blues," a musical performance featuring Rose Weaver and Reverend Darryl Smaw. The program, which traces the development of blues music from its cotton field and gospel origins and examines its impact upon mainstream American popular music, was held at the Knight Campus in March, 1984.

- The CCRI Players have staged numerous successful productions, including a revue in honor of the college's 20th anniversary and an original production by CCRI faculty member, Dr. Marlie Moses. The play, "A Life Upon the (Wicked) Stage," is based on the life of Anna Cora Mowatt (1819-1870), a playwright, actress and trendsetter.

- Over 50 high school seniors spent two days at the Lincoln campus as participants in the William F. Flanagan Distinguished Lecture Series established by the CCRI Foundation to honor the college's founding president. Students attended lectures and workshops conducted by John Fallon, professor of psychology, and Richard Archambault, associate professor of human services. The purpose of the program was to give students an opportunity to participate in a college-level program designed to help prepare them for the transition from high school to college.
- Vice Presidential candidate Geraldine Ferraro attracted a crowd of about 4,000 at a pre-election rally at the Knight Campus Fieldhouse.

In addition to the events mentioned above, individual departments made significant contributions to the list of special activities during 1984-85. The Music Department sponsored fall and spring concert series, the Art Department's galleries held exhibits on both campuses throughout the year and the Third World Organization and Affirmative Action Office sponsored activities during Black History Month.

Athletics



Intercollegiate Athletics

The Department of Athletics continued to be a source of pride for the Community College of Rhode Island in 1984-85.

The cross-country program continued to be the most dominant community college team in New England, as they placed in all major Northeast meets.

The soccer and volleyball teams competed in the New England Championship tournaments with both just missing berths to the Nationals.

In men's basketball, victory is beginning to be routine with another winning season and another post-season tournament berth. Women's basketball featured a new coach and a promise of greatness on the horizon.

Ice hockey won their second straight New England Small College Hockey Association title.

Both the tennis and golf teams won New England titles and advanced to the Nationals in Florida.

The softball team continued to be one of the most successful programs in the Northeast and this season was highlighted by the first Southern spring training trip.

The baseball team ranked as one of the top three teams in New England all season long. They established school records for the most wins (27) and the most team home runs (37).

Nuno Neves was selected as a two-time All-American in soccer. Basketball player Chris Brady was selected as the first Academic All-American. Coaches Cullen (basketball), Carello (golf), Kenwood (cross-country) and Carr (tennis) received coach-of-the-year honors. Mr. Cullen was also selected as secretary of the National Association of Collegiate Directors of Athletics. Whitey Fell retired after a sparkling nineteen-year career and was honored by Words Unlimited by being named the recipient of the Frank Lanning Award. In addition Coach Fell was honored for outstanding service by the Rhode Island Baseball Umpires Association. Assistant basketball coach Charlie Wilkes received the prestigious William Kutneski Award from the Rhode Island Basketball Officials Association.

National Youth Sports Program

For the seventh consecutive year, the Department of Athletics received a $34,500 grant from the National Collegiate Athletic Association. This year's grant provided 425 economically disadvantaged young people with a daily summer program of sports instruction, educational enrichment and nutrition. The program at CCRI received a national commendation from the NCAA, which cited the program for its outstanding administrative leadership and high caliber organization.

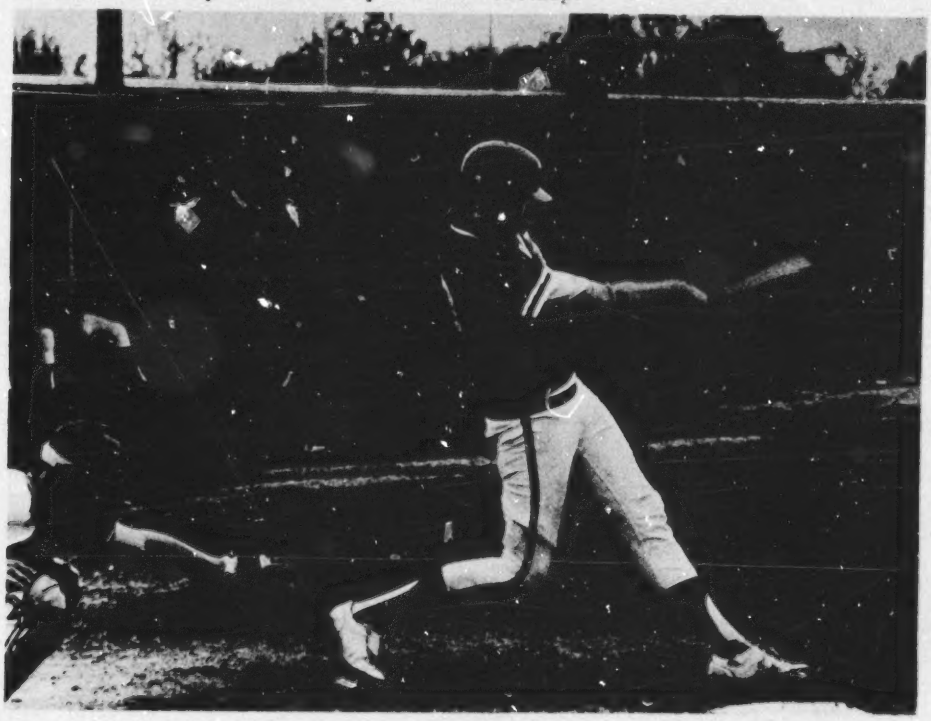
Community Recreation

The athletic facilities at both the Flanagan Campus and Knight Campus are open to the public for a nominal fee during "off hours" for community recreation. Approximately 18,000 people took advantage of this program during the past year. Activities available to the public include volleyball, basketball, jogging, weightlifting, exercise, swimming and use of saunas.

In addition to the regularly scheduled community recreation program, the Department of Athletics played host to over 100 outside groups during the last year. The pool continued to be a very valuable therapeutic resource for the state's handicapped and senior citizens. This year marked the First Annual CCRI Track Invitational which brought to the CCRI campus more than 400 high school athletes to compete in the spirit of sportsmanship and under the finest of conditions.

Community College of Rhode Island Athletic Hall of Fame

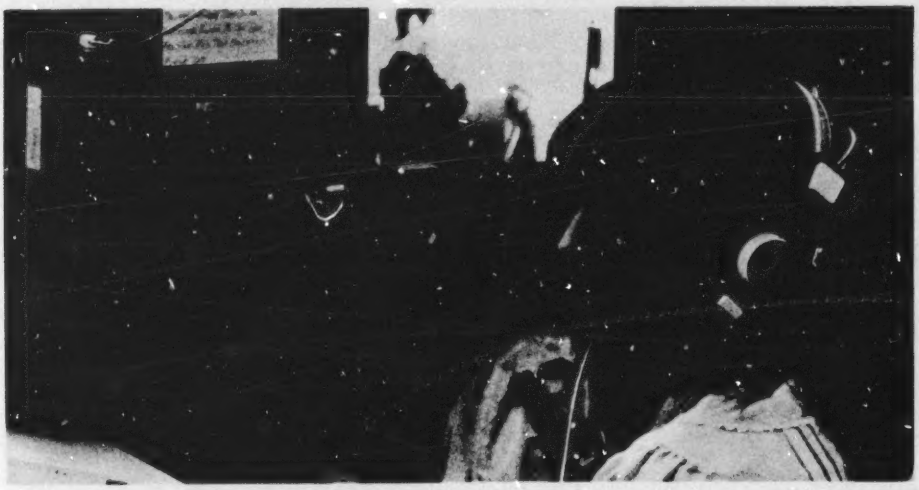
The year 1984 marked the establishment of the CCRI Athletic Hall of Fame to recognize those people who have made outstanding contributions to the fame, tradition and support of the athletic program at CCRI. The first Hall of Fame inductees were a unique group who made indelible marks on the CCRI athletic program. The first inductees were the late Dr. William F. Flanagan, founding president of CCRI, Vincent Cullen, CCRI's only athletic director and basketball coach, and Rick Santos, women's basketball coach and the most proficient player in CCRI's basketball history.



The Year Ahead

As we move into the 1985-86 academic year, the Community College of Rhode Island will focus its efforts on continuing to provide the kinds of academic and career programs that meet the needs of our state.

A major challenge for the next five years will be to develop and employ appropriate strategies for coping with declining enrollments. Like other colleges and universities, CCRI faces a diminishing pool of traditional applicants and increasing competition for the limited number of college-bound high school graduates.



Given the fact that there are fewer graduating high school seniors, CCRI will look toward the older adult market. The college has been successful in this area with the expansion of satellite centers, the development of customized programs for business and industry, and scheduling of classes at times when working adults will find it convenient to attend. Continued emphasis will be placed in these areas.

At the same time, CCRI will concentrate on keeping its share of the traditional student market. Programs of study are continually reviewed to ensure that our curriculum keeps pace with current technological demands. The introduction of courses in robotics and the major revisions in the computer science program are two examples of our ability to respond to changing needs. Students who wish to receive a solid general education at CCRI before transferring into a baccalaureate program will find that the revised liberal arts curriculum offers a challenging opportunity to obtain the first two years of a traditional liberal arts education at a very reasonable cost. To encourage students to consider this option, the President's Scholarship in Arts and Sciences Program was recently established.

The Community College of Rhode Island is reaching out to high schools in indirect ways as well as through active involvement in the Academic Decathlon and the High School Science Fair which bring hundreds of high school students to the campus each year, and through the development of the Flanagan Distinguished Lecture Series for high school seniors sponsored by the CCRI Foundation.

While CCRI is preparing itself for a future that will surely be different from its past, the primary objective remains constant — to be an institution that can offer programs that maintain the highest standards to Rhode Island residents who might otherwise be deprived of an opportunity to obtain the education required to lead meaningful, productive lives.

Edward J. Liston

Community College of Rhode Island Foundation

In 1979, by an Act of the General Assembly, the Community College of Rhode Island Foundation was established to promote and generate community support for the college.

The General Assembly Act incorporating the Foundation states that: "It is greatly in the public interest to sponsor and encourage private gifts of funds and property to aid and assist the Community College of Rhode Island in attaining it objectives, and particularly in connection with such of its activities, and those of its students and faculty, for which adequate provision is not ordinarily made by appropriations from the public funds."

The Foundation raises funds for scholarships, faculty awards, special projects and special equipment needed by our academic programs.

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MOTT CENTER FOR COMMUNITY EDUCATION

Community College of Rhode Island is one of two community colleges nationwide to house a statewide Community Education Center funded by the Charles Stewart Mott Foundation.

The Community College of Rhode Island Center works with non-profit organizations in Rhode Island on such issues as board development training, substance abuse prevention strategies, and academic excellence in local schools.

The Center houses the operations of the Rhode Island Academic Decathlon Association, which is designed to encourage students to develop a greater respect for knowledge, promote wholesome inter-school competition in academic areas of study and interest, stimulate intellectual growth and achievement, and encourage public interest and awareness of outstanding programs in our schools. The Rhode Island Academic Decathlon is a statewide scholastic competition for eleventh and twelfth grade public and private high school students.

The Rhode Island Academic Decathlon has been endorsed by the Board of Governors for Higher Education and the Board of Regents for Elementary and Secondary Education.

In addition, the Center coordinates the annual collaborative effort among providers of Board Development and Leadership Training in Rhode Island for the purpose of hosting an annual conference on Building Better Boards for Non-Profits.

Topics of the workshops include fund-raising, recruiting board members, fiscal and legal liabilities, management by objectives strategies, public relations, proposal writing, strategic planning, marketing, conducting meetings and parliamentary procedure.

The "Building Better Boards" project was part of a national effort among community colleges sponsored by the American Association of Community and Junior Colleges (AACJC) through the Kellogg Foundation. The Center at CCRI has been recognized for its exemplary efforts in the "Building Better Boards" project at one of the annual AACJC national conferences.

FACTS & FIGURES
A Statistical Digest

STUDENTS

FALL ENROLLMENT FROM 1976 TO 1984

1976 has been selected as a base year for fall enrollment comparisons because that was the year in which the Lincoln Campus was opened in addition to the Warwick Campus. During the next seven years, enrollment on both campuses rose from 8,993 to 12,602 for a total increase of forty percent. During the same period, the full-time equivalent enrollment (computed by dividing the total number of credit hours taken by all students by 15) increased by 28 percent from 5,972 to 7,661. For the fall of 1984 both the headcount enrollment and FTE enrollment decreased.

TABLE 1 — FALL ENROLLMENT

FALL	NUMBER	FTE
1976	8,993	5,972
1977	10,317	6,900
1978	10,340	6,700
1979	11,158	7,017
1980	11,777	7,496
1981	11,721	7,486
1982	12,149	7,516
1983	12,602	7,661
1984	12,317	7,141
% Change from 1976 to 1983	40%	28%
% Change from 1983 to 1984	—2%	—6.8%

SOURCES: Number of Students: HEGIS Fall Enrollment Reports
FTE Enrollment: CCRI Bursar's Office Reports

OFF-CAMPUS ENROLLMENTS

In addition to the classes offered at the Flanagan and Knight Campuses, the Community College conducts credit courses at several satellite facilities. Some of these include high schools, community centers, and industrial sites. Each year the sites change according to the needs of students and the demand for programs. Overall, enrollment continues to grow in the off-campus programs.

TABLE 2 ENROLLMENT AT ADJUNCT SITES

Sites	Number of Students			
	Fall 1983	Spring 1984	Fall 1984	Spring 1985
Middletown Satellite	467	477	468	499
Westerly Satellite	142	175	222	284
Woonsocket Satellite	291	397	289	271
DaVinci Community Center	10	22	33	20
Opportunity Industrialization Center	244	268	216	239
Urban Education Center	30	0	0	0
Electric Boat	201	113	230	467
Foxboro	32	26	23	43
Bayview Academy	24	(continuing)	29	(continuing)
Adult Correctional Institutions	62	62	62	107
Television Courses		289	564	722
Barrington			71	88
Burrillville			16	24
National Guard			56	56
Naval Underwater Systems Center			15	11
Rhode Island Hospital			61	38
Army Reserve			—	28
National Tooling Machining Assoc. (NTMA)			190	127
Hmong Lao Unity Association			30	30
ESL Project (Nursing MLT)			17	32
TOTAL	1,503	1,829	2,592	3,086

SOURCE: Office of the Dean of Off-Campus Programs

NOTE: Enrollment is actually seatcounts at the end of the add-drop period.

TYPES OF ENROLLMENT

Overall, the total number of students has decreased by two percent from the fall of 1983 to the fall of 1984. The mix of full-time and part-time students continues to change with the trend toward more part-time students. For the fall of 1984, nearly 70 percent of those students enrolled in credit courses were here on a part-time basis.

Evening programs continue to attract more students than the day-time classes and the percentage of evening students is increasing.

In the fall of 1984, the Knight Campus enrolled 55 percent of the students and the Flanagan Campus enrolled 34 percent of the students. Of the remainder, 9 percent were enrolled at adjunct sites and 2 percent were taking courses by television or other special courses. (NOTE: Since this report is an unduplicated count of those enrolled, students were assigned to the campus where they were enrolled 50 percent or more of their time. For example, a student enrolled in two courses at the Knight Campus and one at an adjunct site would be counted only at the Knight Campus.)

TABLE 3 FALL ENROLLMENT BY FULL/PART TIME DAY/EVENING AND CAMPUS

	1981-82	1982-83	1983-84	1984-85
Total Students	11,721	12,149	12,602	12,317
Full Time/Part Time				
Full Time Students	4,796	4,784	4,514	3,778
Part Time Students	6,925	7,365	8,088	8,539
Day/Evening				
Day Students	4,828	5,147	5,271	5,052
Evening Students	5,188	5,331	5,688	5,935
Both	1,705	1,671	1,643	1,330
Campus				
Knight Campus	6,947	7,021	7,167	6,703
Flanagan Campus	4,089	4,489	4,531	4,210
Adjunct	646	570	673	1,153
Other	39	69	231	251
Percent				
Full/Part Time				
Full Time Students	41%	39%	36%	31%
Part Time Students	59%	61%	64%	69%
Day/Evening				
Day Students	41%	42%	42%	41%
Evening Students	44%	44%	45%	48%
Both	15%	14%	13%	11%
Campus				
Knight Campus	59%	58%	57%	55%
Flanagan Campus	35%	37%	36%	34%
Adjunct Satellites & Outreach	5%	4%	5%	9%
Other (TV Courses)	1%	1%	2%	2%

SOURCE: HEGIS Enrollment Report and Report RAAS77

STUDENT CHARACTERISTICS

The student body at the Community College of Rhode Island continues to be composed of considerably more women than men (62% women for fall of 1984). A breakdown of part-time students by age group for the fall of 1984 reveals that 58 percent of these 8,088 students are 25 years of age or older (not included in this table).

The average age of the student body has slowly increased. The number of minority students increased in the fall of 1983 with the Asian students having the greatest percentage increase over the previous year. The percentage of out-of-state students has remained essentially stable.

TABLE 4 SEX, AGE, RACE AND RESIDENCY

	1981-82	1982-83	1983-84	1984-85
Total Students	11,721	12,149	12,602	12,317
Sex				
Female	7,245	7,503	7,843	7,571
Male	4,476	4,646	4,759	4,746
Age in Years				
Under 20	3,575	3,872	3,862	3,387
20-24	3,360	3,213	3,439	3,333
25-34	3,115	3,150	3,249	3,297
35-44	1,111	1,296	1,419	1,549
Over 45	560	618	633	659
Race				
American Indian	42	43	43	38
Asian	54	96	143	142
Black	504	452	487	489
Hispanic	153	163	190	171
White	10,968	11,395	11,739	10,387
Residency				
Rhode Island	11,196	11,597	12,023	11,763
Out of State	525	552	579	554
Percent				
Sex				
Female	62%	62%	62%	61%
Male	38%	38%	38%	39%
Age in Years				
Under 20	30%	32%	31%	28%
20-24	29%	26%	27%	27%
25-34	27%	26%	26%	27%
35-44	9%	11%	11%	13%
Over 45	5%	5%	5%	5%
Race				
Minorities	6%	6%	7%	7%
White	94%	94%	93%	93%
Residency				
Rhode Island	96%	96%	95%	96%
Out of State	4%	4%	5%	4%

SOURCE: HEGIS Fall Enrollment Report
"Unkown ages added to under 20."

CCRI TRANSFERS ENROLLING IN OTHER RHODE ISLAND INSTITUTIONS

Rhode Island College continues to be the institution which attracts the greatest number of Community College transfers (56 percent in 1983-84), followed by the University of Rhode Island (21 percent). Information on transfers who actually enroll in institutions in other states is not available.

TABLE 5 CCRI TRANSFERS ENROLLING IN RHODE ISLAND INSTITUTIONS

R.I. Institutions	1980-81	1981-82	1982-83	1983-84
Rhode Island College	421	399	490	460
University of Rhode Island	145	172	175	173
Bryant College	106	92	96	104
Providence College	18	20	8	3
Roger Williams College	14	15	15	18
Johnson and Wales College	18	11	8	31
Salve Regina College	36	5	30	26
R.I. School of Design	10	8	4	5
Brown	—	—	1	—
Total	772	726	827	820

SOURCE: Data obtained from the receiving institution by the CCRI Transfer Counseling Office

GRADUATES OF 1984

A systematic study of the graduates of 1984 was conducted to determine their plans. A total of 884 graduates (62 percent of those included in the questionnaire part of the study) responded to this brief survey.

Information in addition to that collected from the survey was drawn from the students' records. Overall, the average 1984 graduate was more likely to be female or a minority than the average continuing student at the college. Also, the average age of all the graduates was 26.9 years.

More students intended to work after graduation than to study as full-time students or to combine work and study. In all, 70 percent of the graduates planned to work (either work only or work and study). Of this group, a majority (77 percent) planned to work full-time and considered the job they were entering to be a career-tracked job. About 67 percent of this group had a job by September.

Fifty-three percent of the graduates intended to continue studying in some type of formal educational program. Of this group, 54 percent had been accepted by an institution of higher education and an additional 20 percent were waiting responses to their applications. Rhode Island institutions attracted almost all of the graduates continuing their education (88 percent).

TABLE 6 PLANS OF 1984 GRADUATES

FUTURE PLANS	NUMBER	PERCENT	
Work Only	396	45	(45)*
Study Only	245	28	(27)
Work and Study	226	25	(27)
Other	17	2	(1)
Total	884	100	
WORKERS (All selecting work or work + study)	622	100	
Job Status:			
Have a Job	415	67	(65)
Have Applied	145	23	(23)
Will Apply	62	10	(12)
Job Type:			
Career	364	77	(74)
Temporary	110	23	(26)
STUDENTS (Study or work + study)	470	100	
Status:			
Accepted	309	54	(53)
Applied	115	20	(17)
Not Yet Applied	151	26	(30)
Location of Institute:			
Rhode Island	372	88	(89)
Other	50	12	(11)

SOURCE: "The 1984 Graduates of CCRI," Office of Institutional Research, January 1985.

*Results from the Class of 1983 Survey are enclosed in parentheses.

ENROLLMENT IN NON-CREDIT COURSES

The Office of Community Services offers a wide range of courses that are designed to meet the needs of the community. These courses are difficult to characterize because they are so varied in purpose, duration, location, and enrollment. The major types of courses are non-credit courses, motorcycle safety, driver retraining, and high school equivalency.

NON-CREDIT COURSES are career-oriented, special interest or social type courses and include —

Fire Fighter Training Courses, which are sponsored week-end academies for volunteer and career firefighters.

Second Technical Day Courses, which are operated as adult vocational training programs in such areas as food services, electronic assembly, and clerical skills.

Business, Industry, and Government Agency Courses, which are courses offered to expand or improve the skills of the work force.

Motorcycle Safety Courses are required by legislation for those seeking a motorcycle license.

Driver Retraining Courses are required of traffic violators who are referred by the courts.

GED Testing Program provides assistance and test administration for those seeking a high school diploma through equivalency testing.

TABLE 7 — ENROLLMENT MAJORS COMMUNITY SERVICE COURSES

	ENROLLMENT			
Courses (includes summer courses)	1980-81	1981-82	1982-83	1983-84
Non-Credit	2,198	3,880	6,696	6,968
Motorcycle Safety	4,222	3,691	3,500	2,686
High School Equivalency	300	506	450	490

SOURCE: Office of the Dean of Non-Credit Programs

PROGRAMS

Associate in Arts
Human Services, Liberal Arts, Liberal Arts — Labor Studies

Associate in Fine Arts

Associate in Science
Business Administration, Computer Studies, Electronic Engineering Technology, Engineering, Mechanical Engineering Technology, Nursing, Retail Management, Science, Office Studies

Associate in Applied Science
Chemical Technology, Electronics, Fire Science, Instrumentation Technology, Machine Design, Machine Processes, Medical Laboratory Technician, Radiography, Respiratory Therapy

Associate in Applied Science in Technology

Diplomas or Certificates
Chemical Technology, Computer Science, Dental Assistant, Electronics, Instrumentation Technology, Machine Design, Machine Processes, Practical Nursing, Office Studies, Word Processing

ENROLLMENT BY PROGRAM OF STUDY

From 1981 to 1984 the total fall enrollment has increased about 5 percent. In contrast, the most current fall enrollment has decreased 2 percent when compared with the fall of 1983. With the exception of Public Service and Open College, the enrollment by program groups seems to be leveling off or slightly decreasing in 1984-85.

TABLE 8 FALL ENROLLMENT BY PROGRAM OF STUDY

	1981-82	1982-83	1983-84	1984-85
BUSINESS & COMMERCE TECHNOLOGIES	**2,576**	**2,585**	**2,597**	**2,447**
Business Administration	2,194	2,070	2,079	1,914
Retail Management	145	166	181	203
Office Studies	237	349	337	330
COMPUTER STUDIES	**278**	**260**	**235**	**198**
HEALTH & PARAMEDICAL	**709**	**794**	**784**	**771**
Dental Assistant	23	24	21	36
Medical Lab Technician	42	53	42	41
Radiologic Technician	89	83	89	80
Nursing-ADN	413	453	452	452
Practical Nursing	111	120	101	96
Respiratory Therapy	31	61	79	66
ENGINEERING TECHNOLOGIES	**478**	**496**	**614**	**607**
Engineering	117	138	171	165
Mech. Engineer. Tech.	45	39	51	25
Machine Design	45	39	42	45
Machine Processes	45	44	44	54
Chemical Tech.	51	52	43	41
Electronic Engin. Tech.	70	70	89	95
Electronics	79	81	105	131
Instrumentation	26	33	69	51
PUBLIC SERVICE TECHNOLOGIES	**682**	**514**	**535**	**579**
Human Services	536	416	441	509
Fire Science	146	98	94	70
GENERAL PROGRAMS	**1,982**	**1,655**	**1,484**	**1,232**
Liberal Arts	1,749	1,363	1,199	984
Science	54	51	74	61
Fine Arts	179	241	211	188
OPEN COLLEGE	**5,016**	**5,845**	**6,353**	**6,482**
Program Applicant	1,536	1,830	2,203	1,725
Non-Degree	3,480	4,015	4,150	4,757
TOTAL	**11,721**	**12,149**	**12,602**	**12,317**

SOURCE: HEGIS Fall Enrollment Report

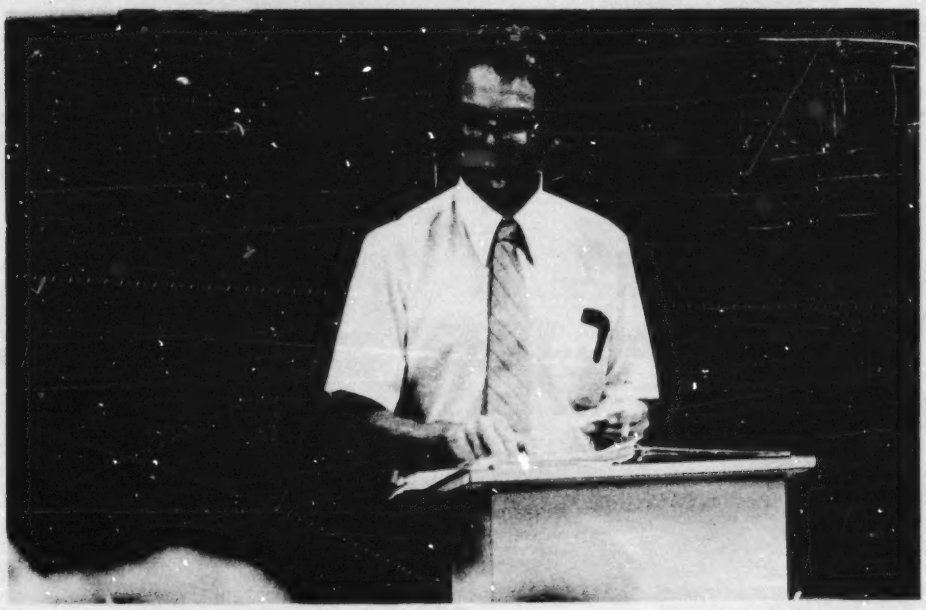
GRADUATES BY PROGRAM OF STUDY

The total number of graduates the Community College has produced each year for the last seven years has remained reasonably stable, and, in the last year, decreased only slightly by 17 graduates. The fluctuations within programs also have shown little variation. Computer Studies is the only program area which has continuously increased the number of graduates over the reported period.

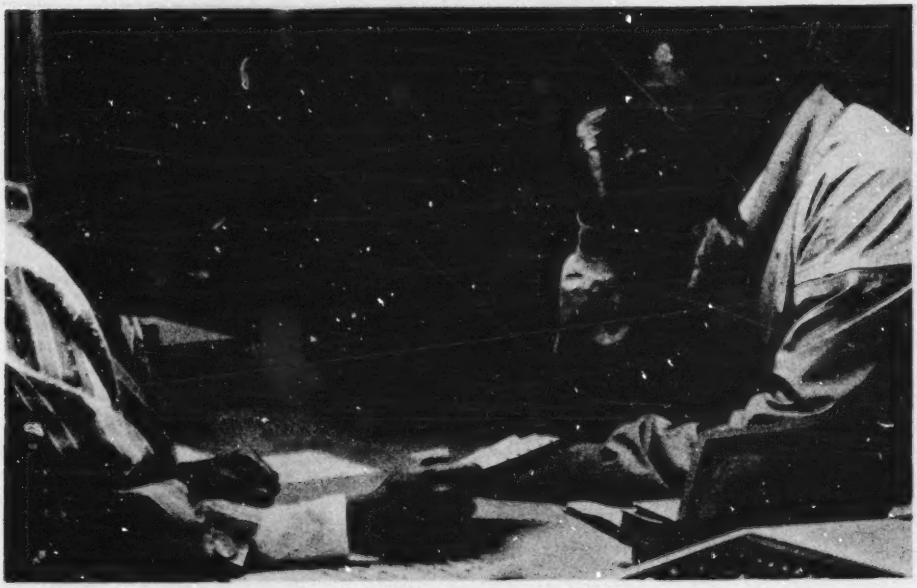
TABLE 9 GRADUATES BY PROGRAM OF STUDY

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
BUSINESS & COMMERCE	**350**	**403**	**429**	**526**	**517**	**530**	**562**
Bus. Admin.	210	257	291	341	411	376	408
Retail Mgmt.	56	61	61	86	36	48	47
Office Studies	84	85	77	99	70		
A.S. Office Studies						71	79
Diploma-Office Studies						35	28
COMPUTER STUDIES	**44**	**51**	**58**	**80**	**91**	**101**	**138**
A.S.-Computer Studies						79	104
Diploma-Computer Studies						22	34
HEALTH & PARAMEDICAL	**383**	**397**	**366**	**308**	**321**	**374**	**370**
Dental Asst.	26	19	19	13	17	18	11
Medical Lab. Tech.	17	10	18	7	12	16	14
Radiologic Tech.	43	81	49	37	37	41	39
Nursing ADN	177	171	181	163	152	188	179
Prac. Nursing	108	96	85	74	99	100	111
Resp. Therapy	12	20	14	14	4	11	16
ENGINEERING TECHNOLOGIES	**116**	**93**	**101**	**96**	**95**	**112**	**108**
Engineering	12	9	12	14	13	26	18
Mech. Engineer. Tech.	5	3	5	11	7	9	8
Machine Design	6	10	7	8	15	11	7
Machine Processes	10	13	10	6	7	11	8
Chemical Tech.	39	17	22	22	14	13	19
Electronic Engin. Tech.	17	10	16	10	17	9	19
Electronics	17	19	14	18	19	25	20
Instrumentation	10	12	15	7	3	8	9
PUBLIC SERVICE TECHNOLOGIES	**169**	**149**	**154**	**172**	**208**	**162**	**115**
Human Services	133	111	114	133	171	131	88
Fire Science	36	38	40	39	37	31	27
GENERAL PROGRAMS	**445**	**367**	**345**	**325**	**326**	**283**	**252**
Liberal Arts	296	333	337	314	305	241	219
Science	4	1	2	3	7	8	8
Fine Arts	0	0	0	1	11	32	23
Other	145	33	6	7	3	2	2
TOTAL	**1,507**	**1,460**	**1,453**	**1,507**	**1,558**	**1,562**	**1,545**

SOURCE: HEGIS Degrees Conferred Report



FACULTY/STAFF



FACULTY CHARACTERISTICS

In the fall of 1984 there were 286 continuing full-time faculty members at the Community College. For this group, the most frequent set of characteristics was being male, holding a master's degree, being an associate professor, and having been with the College for fifteen or more years.

TABLE 10 FACULTY CHARACTERISTICS

	Female		Male	
	Number	Percent	Number	Percent
Total	**127**	**45**	**159**	**55**
Degree				
Doctorate	9	3	44	15
Masters	108	38	110	38
Bachelors	10	4	5	2
Rank				
Professor	30	11	69	24
Associate Professor	50	17	53	18
Assistant Professor	42	15	35	12
Instructor	5	2	2	1
Years of Service				
15 or more	38	13	75	26
10 to 14	57	20	45	16
5 to 9	16	6	23	8
Less than 5	16	6	16	5

SOURCE: CCRI Personnel Department records, as of April 8, 1985

TABLE 11 RANK OF 1984-85 FACULTY BY PROGRAM AREA

	RANK				
	PR	AO	AI	I	TOTAL
TOTAL FACULTY	**99**	**103**	**77**	**7**	**286**
BUSINESS & COMMERCE	**8**	**11**	**12**	**1**	**32**
Business Administration	6	8	9	1	24
Office Studies	2	3	3		8
COMPUTER STUDIES	**3**	**3**	**3**	**0**	**9**
HEALTH AND PARAMEDICAL	**9**	**19**	**20**	**2**	**50**
Dental Assistant	0	1	0	0	1
Medical Lab. Technician	1	1	0	0	2
Radiologic Technician	0	0	1	1	2
Nursing — ADN	8	15	11	0	34
Practical Nursing	0	2	8	0	10
Respiratory Therapy	0	0	0	1	1
ENGINEERING TECHNOLOGIES	**6**	**5**	**7**	**0**	**18**
Engineering	3	2	2	0	7
Machine Design	1	1	0	0	2
Machine Processes	2	0	1	0	3
Chemical Technician					
Industrial Electronics	0	0	4	0	4
Instrumentation	0	2	0	0	2
PUBLIC SERVICE TECHNOLOGIES	**1**	**5**	**3**	**0**	**9**
Human Services	1	5	3	0	9
GENERAL PROGRAMS	**72**	**60**	**33**	**4**	**169**
Drama	1	1	2	1	5
English	12	20	7	1	40
Languages	7	0	0	0	7
Social Science	9	3	8	0	20
Psychology	9	9	1	0	19
Biology	7	5	1	0	13
Chemistry	4	3	2	0	9
Physics	5	1	2	0	8
Mathematics	13	7	1	0	21
Art	2	4	2	2	10
Music	3	0	2	0	5
Physical Education	0	1	1	0	2
Learning Resources	0	6	4	0	10

PR — Professor
AO — Associate Professor
AI — Assistant Professor
I — Instructor

SOURCE: Listing of filled faculty positions as of April 8, 1985, from the CCRI Personnel Office

STAFF CHARACTERISTICS

The staff at the Community College were categorized into three groups:

a. Classified —includes maintenance personnel, security officers, technicians, clerical staff, counselors, nurses

b. Non Classified —professional staff which includes managers, coordinators, counselors, programmers, accountants, as well as some clerical staff, technicians, and paraprofessionals

c. Administration—includes president, vice presidents, directors, deans and associate and assistant deans and directors

Compared with 1983-84, the average description of the three types of staff have changed only slightly. The number of classified staff increased from 164 to 172, non-classified decreased from 114 to 93, and the administrators decreased from 43 to 40.

TABLE 12 STAFF CHARACTERISTICS

	Number	Percent
CLASSIFIED		
Total	172	100%
Sex		
Female	105	61%
Male	67	39%
Degree		
High School	102	59%
Associate	30	17%
Bachelors	18	11%
Masters	6	4%
Less than High School	16	9%
Years in Service		
15 or more	3	2%
10 to 14	38	22%
5 to 9	69	40%
Less than 5	62	36%

	Number	Percent
NON-CLASSIFIED		
Total	93	100%
Sex		
Female	57	61%
Male	36	39%
Degree		
High School	32	34%
Associate	27	29%
Bachelors	20	22%
Masters	11	12%
Less than High School	3	3%
Years in Service		
15 or more	5	5%
10 to 14	38	41%
5 to 9	33	36%
Less than 5	17	18%

	Number	Percent
ADMINISTRATION		
Total	40	100%
Sex		
Female	10	25%
Male	30	75%
Degree		
Associate	2	5%
Bachelors	14	35%
Masters	18	45%
Doctorate	6	15%
Years in Service		
15 or more	11	28%
10 to 14	5	13%
5 to 9	15	36%
Less than 5	9	23%

FINANCES

TUITION AND FEES

The open door policy of the Community College argues for keeping the tuition and fees as low as possible in order to increase the accessibility of the programs to all students including those with limited financial means. This concern for keeping the tuition and fees at a modest level has resulted in increased tuitions each year that are similar to the Consumer Price Index changes. Still the increases between 1970-71 and the latest set tuition for 1985-86 reflect a total increase of 182 percent.

TABLE 13 FULL-TIME TUITION AND MANDATORY FEES PER SEMESTER

Year	Tuition & Fees	Relative Change	CPI Relative Change
1970-71	$140	1.00	1.00
1971-72	170	1.21	1.04
1972-73	170	1.21	1.08
1973-74	170	1.21	1.14
1974-75	170	1.21	1.27
1975-76	200	1.43	1.39
1976-77	200	1.43	1.46
1977-78	200	1.43	1.56
1978-79	218	1.56	1.68
1979-80	232	1.66	1.87
1980-81	247	1.76	2.12
1981-82	275	1.96	2.34
1982-83	315	2.25	2.48
1983-84	345	2.46	2.56
1984-85	370	2.64	2.65
1985-86	395	2.82	

SOURCE: CCRI Tuition Report, April 11, 1985

GENERAL EDUCATION REVENUES

The general education revenues for the Community College are unrestricted revenues, which means these funds are not designated for any specific purpose except the general support of the institution. These revenues represent the major portion of the funds available to the college and come primarily from two sources: state appropriations and tuition and fees.

Since 1976-77, the student paid tuition and fees have provided an increasing share of the revenues, while the share from state appropriations has declined. However, the proportions remained the same for the past three years.

TABLE 14 GENERAL EDUCATION REVENUES

UNRESTRICTED REVENUES IN THOUSANDS ($1,000)

	State Appropriation	Tuition & Fees	Other	Total
1976-77	12,471	2,630	328	15,429
1977-78	13,460	2,945	669	17,074
1978-79	14,190	3,360	826	18,376
1979-80	15,007	3,695	701	19,403
1980-81	16,248	4,206	578	21,032
1981-82	16,801	4,768	976	22,545
1982-83	18,471	5,661	679	24,811
1983-84	19,631	6,163	797	26,591
1984-85	20,569	6,298	753	27,620

AS PERCENTAGE OF TOTAL REVENUES

	State Appropriation	Tuition & Fees	Other	Total
1976-77	81	17	2	100%
1977-78	79	17	4	100%
1978-79	77	18	5	100%
1979-80	77	19	4	100%
1980-81	77	20	3	100%
1981-82	75	21	4	100%
1982-83	74	23	3	100%
1983-84	74	23	3	100%
1984-85	74	23	3	100%

SOURCE: Audit statements for 1976-77 to 1983-84 and the Budget Mid-Year Review for 1983-84

GENERAL EDUCATION EXPENDITURES

The expenditures of the general education funds are used primarily for personnel services, and for operating expenditures, student aid, capital, and other. For the last five years, the proportion of general education expenditures allocated to each of these areas has remained essentially the same.

TABLE 15 GENERAL EDUCATION EXPENDITURES

UNRESTRICTED EXPENDITURES IN THOUSANDS ($1,000)

Year	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	Total
1976-77	9,912	2,384	194	687	2,253	15,430
1977-78	11,787	2,351	146	403	2,386	17,073
1978-79	12,844	2,502	211	482	2,337	18,376
1979-80	13,932	2,691	265	255	2,260	19,403
1980-81	15,322	2,941	290	306	2,173	21,032
1981-82	16,510	3,197	371	616	1,851	22,545
1982-83	17,887	3,534	421	994	1,975	24,811
1983-84	19,254	4,063	537	689	2,044	26,586
1984-85	20,438	3,964	559	711	1,947	27,619

AS PERCENTAGE OF TOTAL EXPENDITURES

Year	Personnel Services	Operating Expenses	Student Aid	Capital	Other*	Total
1976-77	64	16	1	4	15	100%
1977-78	69	14	1	2	14	100%
1978-79	70	14	1	3	13	100%
1979-80	72	14	1	1	12	100%
1980-81	73	14	1	2	10	100%
1981-82	73	14	2	3	8	100%
1982-83	72	14	2	4	8	100%
1983-84	72	15	2	3	8	100%
1984-85	74	14	2	3	7	100%

*"Other" includes Debt Service and Year End Transfers

SOURCE: Audit Statements for 1976-77 to 1983-84 and the Budget, Mid-Year Review for 1984-85

STUDENT FINANCIAL AID

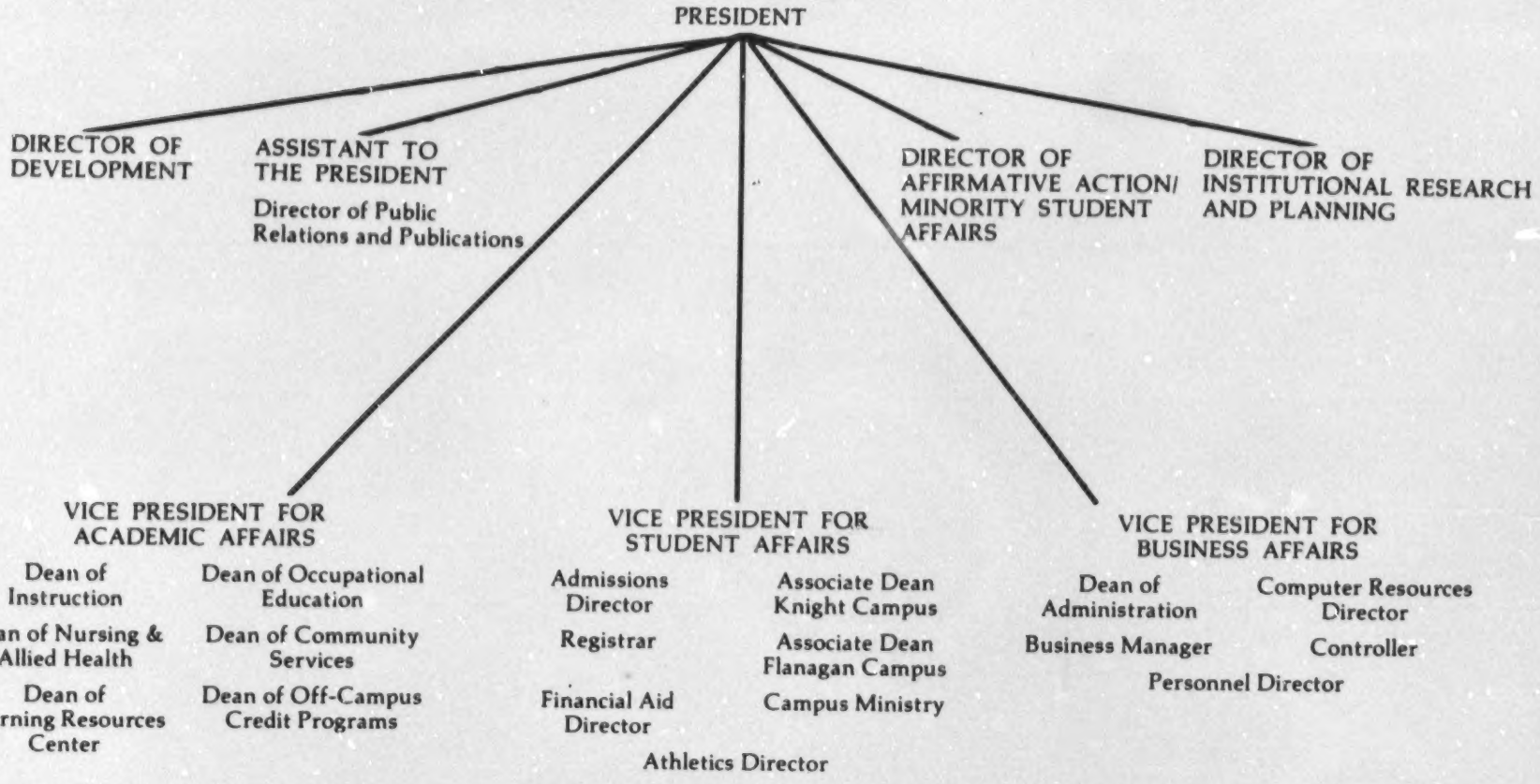
Since 1981-82, the size of the total state student financial aid program has steadily increased with an increasing proportion of this aid going to student help. The federal program dropped significantly in 1982-83 and is still below the 1981-82 funding level.

TABLE 16 STUDENT FINANCIAL AID

	1981-82		1982-83		1983-84	
State Programs	Amount ($1000)	Number	Amount ($1000)	Number	Amount ($1000)	Number
RIHEAA	311	1,250	340	1,149	389	1,215
Comm. College Grants	250	1,250	271	674	253	720
Remission of Tuition	110	1,124	157	1,348	165	1,108
Student Help	210	349	214	336	295	454
Total State Program	881	3,973	982	3,507	1,102	3,497
Federal Programs						
Basic Opp. Grant (Pell)	2,500	3,000	1,751	2,524	1,994	2,651
Supp. Ed. Opp. Grant	72	200	79	259	61	216
Nursing Scholarship	14	36	0	0	0	0
Coll. Work Study	264	550	230	277	260	286
Total Federal Program	2,850	3,786	2,060	3,060	2,315	3,153
Other						
*Guaranteed Student Loans	700	700	700	700	1,621	990
TOTAL STUDENT FINANCIAL AID	4,431	8,459	3,742	7,267	5,038	7,640

RIHEAA — Rhode Island Higher Education Assistance Authority
Note: Recipients reflect duplicate count of students
SOURCE: Office of the Director of Financial Aid
*Estimates prior to 1983-84

COMMUNITY COLLEGE OF RHODE ISLAND ORGANIZATION CHART



ERIC Clearinghouse for Junior Colleges
AUG 8 1985